

Appendix 1 – Understanding Aboriginal Canadian Demographics

Backgrounder

Introduction

As of the 2001 census, Aboriginal people in Canada make up approximately 4.4% of the total population, an increase from 3.8% in 1996 (Statistics Canada). Within this population cohort, there is great diversity. However, four distinct groups can easily be identified: Métis, First Nations, Inuit, and Multiple Communities. Table 1.1 identifies the portion of Aboriginal people in each group. This increase is consistent with increases in the last 100 years as the Aboriginal population grew by approximately ten times in that period.

Aboriginal Group	Percent of Population
First Nations	62%
Métis	30%
Inuit	5%
Multiple Communities	3%

Table 1.1 – Breakdown of Aboriginal People by group. Source: Statistics Canada. Population by Aboriginal group, 2001 Census, Canada, provinces and territories.

The Aboriginal people of Canada are descendants of Canada's original inhabitants. However, their history since European settlement has often been one of conflict with the settlers. This history has included periods in which Aboriginal children were forced to attend residential schools run by various churches and later the federal government, the destruction of communities as a result of disease and war with the Europeans, the loss of culture and language and the removal of native children from their families and adopting them to European families. In addition, the way that Aboriginal people access the land and interact with each other has changed dramatically. Many live on reserves or in communities while others have tried to assimilate into life in urban Canada.

As a result, Aboriginal Canadians face a number of issues and challenges for which solutions have been very evasive.

The Treaty System

The original treaties were between specific Aboriginal tribes and either the French or English. The first were signed in the mid-1600s and were agreed to as equals since the Aboriginal people had a better knowledge of the surrounding environment and survival methods. However, once the English defeated the French in 1759, more Europeans began to arrive and the Aboriginal people lost much of their influence and power. As a result,

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the treaties became less equal and often resulted in worsening conditions for the Aboriginal people.

In 1763, the English announced the Royal Proclamation. In it, they aimed to designate certain land as “Indian Country” and offer certain protections to the Aboriginal people. These included the stipulation that the land ownership rights of the native peoples were to be respected and that the First Nations should receive proper, fair payment for their land when they gave it up. A map of the lands identified in the Royal Proclamation of 1763 is displayed below.

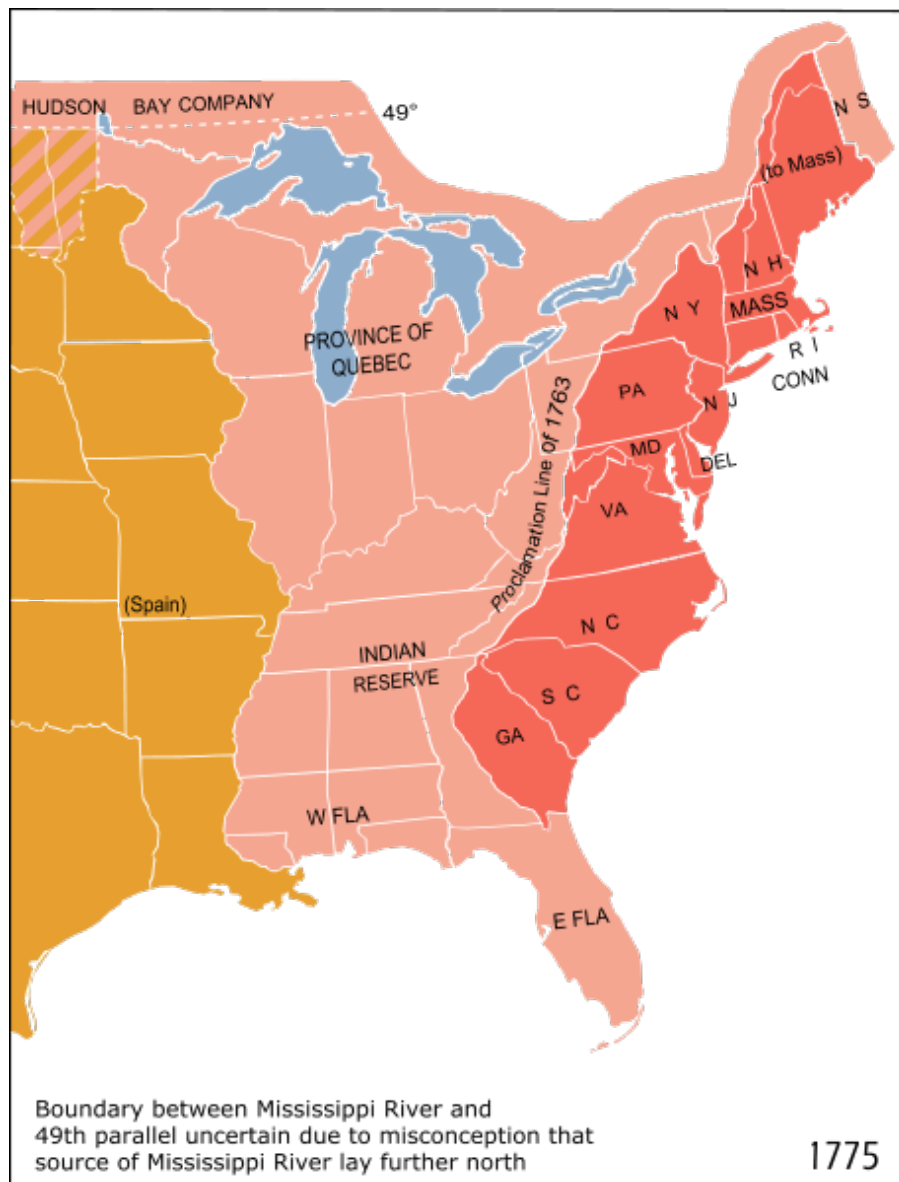


Figure 1 – Map of designated land. Source: Wikipedia.

While there were at least three large treaties that addressed the land of Upper Canada (Ontario) north of the Great Lakes, by the 1870s there was a need on the part of both

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parties – the government and the native groups – to establish who controlled the land and who had rights to the various regions further west. The motivation for negotiating the treaties is hotly debated amongst historians. However, many believe the main reason for them was to extinguish native rights to the land and provide compensation that would help the Aboriginal people meet their needs.

Today, many blame the treaties for the challenges faced by Aboriginal groups and those interested in resource development in Canada's north. It is certain that the treaties did have some long term impacts on the Aboriginal peoples. First, the treaties often allocated the less productive land to the Aboriginal group and permitted development on the more useful or productive lands. As a result, the Aboriginal population lost its potential economic base for participation in the emerging Canadian economy. Reserves, as treaty lands are referred, comprise less than 1% of Canada's total land and typically lack a rich resource base or fertile land. The result has been high rates of unemployment and limited access to traditional activities. Second, the treaties generally limited the Aboriginal groups' access to self-government. This has cost them their ability to decide when and where to hunt or fish as well as eliminated control or influence over developments that could alter their landscape, such as a large dam project. Finally, it resulted in a desire on the part of the government to assimilate the Aboriginal people through education.

TASK 1

Complete the graphing activity and questions on Worksheet 1.1 in order to create a visual representation of the current Aboriginal Canadian population.

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WORKSHEET 1.1 – Distribution of Aboriginal Canadians by Province/Territory

Task

1. Using the data in table 1.2, create a bar graph of the distribution of all Aboriginal Canadians by Province/Territory (i.e. column 3 – “All Aboriginal Groups”).
2. Using the data in table 1.2, create a bar graph of the distribution of specific Aboriginal groups by Province/Territory (i.e. each province will have three bars, one for each of First Nation, Métis and Inuit, OR you may wish to create a stacked bar graph in the previous question).
- 3) Calculate the portion of each province and territory’s population that is made up of Aboriginal people by dividing “column 3” by “column 2” in order to complete the blank column – “column 7”.

Questions:

- i) Which Province/Territory has the most Aboriginal Canadians?
- ii) Which region of Canada has the highest number of Aboriginal Canadians? (consider Western Canada; Central Canada, Eastern Canada and Northern Canada – you determine the boundaries).
- iii) Which Province/Territory has the highest portion of Aboriginal people?
- iv) If your responses to i) and iii) are different, explain what this means and why it might be something of interest to government and policy makers. I.E. What is the significance?
- v) Explain why the distribution of Aboriginal Canadians is not equal across Canada.
- vi) Explain why the percentage of each distinct Aboriginal group in a given Province or Territory might be something that the federal and provincial government would need to understand in order to address challenges and issues faced by Aboriginal people.

DATA TABLE

	Total Provincial Population (2008)	All Aboriginal groups (including other)	First Nation	Métis	Inuit	% of Provincial Population that is Aboriginal
NFLD	508270	18780	7040	5480	4560	
PEI	139407	1345	1035	220	20	
NS	935962	17015	12920	3135	350	
NB	751527	16990	11495	4290	155	
PQ	7744530	79400	51125	15855	9530	
ON	12891787	188315	131560	48340	1375	
MN	1196291	150040	90340	56800	340	
SK	1010146	130190	83745	43695	235	
AB	3512368	156220	84995	66060	1090	
BC	4428356	170025	118295	44265	800	
YK	31530	6540	5600	535	140	
NU	31152	18725	10615	3580	3910	
NT	42514	22720	95	55	22560	
Total	33223840	976305	608860	292310	45065	

Table 1.2 – Aboriginal demographic statistics, by Province. Source: Statistics Canada

Appendix 2 – How the Issues Developed

Backgrounder

Aboriginal Issues in Canada: Getting to the Root of the Problem

Understanding why Canada's Aboriginal people face the challenges that they do, requires an understanding of the history of Aboriginal relations with European settlers.

Once the treaties were created, the new government of The Dominion of Canada proceeded to make a number of policy decisions over a period of two-hundred years that deepened the challenges Aboriginal peoples faced in living in a rapidly growing and developing nation.

Part A - The Reserve System

"Indian Reserves" were originally created for a number of reasons. At the time of the 1763 Royal Proclamation treaties were the goal and reserves a possible outcome. However, certain groups, such as missionaries, tried to convince Aboriginal groups to settle onto reserved land in order to eliminate the nomadic lifestyle that was more common. A reserve is defined as "tract of land, the legal title to which is vested in Her Majesty that has been set apart by Her Majesty for the use and benefit of a band." The property that makes up a reservation may only be held in title by the native band or an individual of the band. This has created some issues for individuals seeking to borrow money against their land for the purpose of improving their home or other investment. That said, an agency of the Canadian government, the Canadian Housing and Mortgage Corporation (CMHC), has created a loan program so that individuals living on a reserve can borrow in order to make repairs or renovations. Furthermore, most Canadian reservations do not have specific economic advantages such as vast resources for development.

As previously mentioned, most reserves struggle to develop economically because they lack an economic base, such as resources. This is a challenge that has continued to plague Aboriginal reserves and communities even today. It is very difficult to engage in the Canadian economy without a strong economic base to develop from. As will be discussed later, many believe this lack of economic development and opportunity is a root cause of some of the issues faced by Aboriginal people living on reserves.

TASK 1

Respond to the questions below:

1. Suggest reasons why religious groups would have wanted to eliminate the more nomadic lifestyle of Aboriginal people.
2. Explain why contemporary Canadian society might be opposed to allowing Aboriginal people to live a nomadic lifestyle.

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Part B - The Residential Schools

The Residential Schools, which have become a symbol of the many challenges facing Aboriginal peoples, were first established in the early 19th Century. Originally these were church run and focused institutions. However, in 1842, the federal government became involved and the “Gradual Civilization Act” of 1857 set aside funds for the operation of residential schools. Eventually, in 1876, the Indian Act was passed and gave even more responsibility of these schools to the government. Many believe today that these schools were designed to assimilate the Aboriginal population and eliminate the native languages and many aspects of native culture. By 1898 there were 54 residential schools nationwide and by 1920 that number had grown to 74. It was also in 1920 that the Department of Indian Affairs made school mandatory for children age 7 – 15. The number of residential schools eventually peaked in the 1950s at 76.

The 1950s was also the time when rumours about abuse of the students at residential schools began to emerge. Today, many blame the residential school system for the ambivalence some Aboriginal youth feel towards education. The students of the period from 1950 – 1970 are now parents, and the legacy of abuse and mistreatment in these institutions seems to have left its mark. Even without the accusation of abuse, the residential school system had many characteristics that seem appalling in today’s world. Children as young as 7 were removed from their families each Fall and forced to speak only English in their schools. Furthermore, whereas aboriginal students had great involvement in their families’ lives at home, including important chores and responsibilities, in the schools, they were forced to adhere to rigid structures in which they were given very little role of responsibility. In addition, when they returned home each summer, the children had often lost much of their language skill.

By the 1950s, the government of Canada began to recognize that the residential school program was not working. However, the last of them was not shut down for another 30 years.

Since then, the Anglican, United and Roman Catholic churches have all issued major apologies for their involvement in the residential school system. In addition, the federal government issued a major statement of apology on behalf of all Canadians in June 2008. Also, criminal charges have been brought against some individuals involved in alleged sexual and physical abuse of students. This acknowledgement has been recognized as a very positive change in recent years. However, the impact of the residential school system continues to challenge the Aboriginal people of Canada.

TASK 2

Watch a selection of news video clips from the CBC Archives (or watch all of them):

1. ['A new future' for children at James Bay residential school](#) –
Questions to consider
 - i) Observe the type of language used to describe the residential schools and the portrayal of “Indian” lifestyle. Describe the attitude towards Aboriginal people as illustrated by these observations.

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2. [Government takes over schools:](#)
Questions to consider
 - i) What are the issues presented in the video?
 - ii) Describe the attitude presented in the video.
3. [Native leader charges church with abuse:](#)
Questions to consider
 - i) Describe the abuses presented in the video.
4. [For survivors, the hurt comes back:](#)
Questions to consider
 - i) List the accusations described in the video.
 - ii) Describe the long term impact these schools had on aboriginal children.
5. ['We are deeply sorry':](#)
Questions to consider
 - i) Describe the significance of the apology and measures announced by the government for the people of Indianbrook.
 - ii) Explain why concrete initiatives were an important part of the announcement.
6. Watch and listen to a number of the other archived stories available from the site [A Lost Heritage: Canada's Residential Schools](#)
7. [Prime Minister Stephen Harper Apologizes for the Residential School Program](#)

TASK 3

Working in a small discussion group, complete the following:

- a) Discuss and record a response to each of the questions above (from the CBC archive videos).
- b) Discuss and record your impression of the impact that the residential schools had on Aboriginal communities. Include a list of examples or evidence.

PART C - The Genocide of Aboriginal Culture

Not many Canadians would immediately put the terms “Genocide” and “Canada” together, however a growing number of historians and researchers are calling Canada’s treatment of Aboriginal people during certain periods of history, a *genocide*. The term genocide was first used in 1947 by the infant organization, The United Nations.

Genocide Defined

Genocide is defined as “the deliberate and systematic destruction of a racial, political, or cultural group” by the Merriam-Webster dictionary. This term was first recognized in 1948 by the United Nations following World War II and the atrocities of the Holocaust. There have been a number of events in the last 60 years that have been called genocide. However, many researchers have begun to refer to acts committed further in the past as

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genocide as well, even though they occurred prior to the identification of the term. One such series of acts were against the aboriginal people of Canada.

The Genocide of the Mi'kmaq

There are records of British attempts to eradicate the Mi'kmaq through a variety of methods. In 1712 at a feast attended by the Mi'kmaq, poisoned food was served, in 1745 there are records of the British purposely trading cloth contaminated with small pox which resulted in an epidemic that killed hundreds, and throughout the period British soldiers and imported Mohawk and Algonquian warriors were sent to roam Nova Scotia to destroy Mi'kmaq camps, killing without consideration for age or gender. Often referred to as the "1749 scalp Proclamation", or the "British scalp Proclamation of 1756", these massacres aimed to destroy entire villages.

These events may fit best in terms of the definition of genocide as described by the UN, however, many believe that other events could also be viewed as genocide. One example is the destruction of aboriginal lands through poor environmental practices, or *environmental genocide*. This may occur through the exploitation of resources such as harvesting the forest in unsustainable ways or over fishing. It could also include mega-development project like the James Bay hydroelectric dam in Quebec. A second example is *cultural genocide* which could result from government policies that result in the elimination of language, traditions and practices.

TASK 4

Respond to the questions for discussion below:

- i) Do you agree that the acts committed against the Mi'kmaq were genocide? If yes, what evidence is presented to support your position? If no, explain why.
- ii) Speculate as to why the British government might have been so eager to eliminate the Mi'kmaq people.
- iii) The terms environmental genocide and cultural genocide are not specifically identified by the United Nations. Explain why the UN should or should not change its definition to include these terms.

Appendix 3 – Current Issues Facing Aboriginal Canadians

Introduction

In this lesson you will investigate the following issues and challenges facing the Aboriginal people of Canada:

- Age distribution of Aboriginal communities compared to Canada and Cote d'Ivoire
- Case study: Yellow Quill Tragedy
- Case study: Life in a Northern Community
- Case study: TB and HIV/AIDS in the Aboriginal population

Part 1 – Population Characteristics

TASK 1

Using the population pyramid template (Activity Sheet 3.1), create a population pyramid for each of the sets of data provided below. In table 3.1, the data for Nunavut represents the aboriginal population of Nunavut. In the same table, the data for Manicouagan is for the aboriginal population of this region in central Quebec.

	Nunavut 2006		Manicouagan (CD) 2006	
	Male	Female	Male	Female
Age 0-4	1745	1685	145	170
Age 5-9	1690	1630	125	135
Age 10-14	1645	1615	155	145
Age 15-19	1645	1510	140	140
Age 20-24	1240	1220	105	135
Age 25-29	1195	1230	95	110
Age 30-34	1090	1075	95	105
Age 35-39	1140	1170	80	95
Age 40-44	955	905	105	125
Age 45-49	765	750	105	125
Age 50-54	665	580	80	100
Age 55-59	565	460	95	55
Age 60-64	335	270	55	45
Age 65-69	185	170	40	30
Age 70-75	135	95	40	20
Age 75-79	60	60	15	10
Age 80-84	35	25	10	10
Age 85 +	25	15	0	10

Table 3.1 – Population by age and gender for Nunavut and Manicouagan. Source: Adapted from Statistics Canada

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Now create a population pyramid for the Cote d'Ivoire and for Canada using the data below in table 3.2.

	Cote d'Ivoire 2008		Canada 2008	
	Male	Female	Male	Female
Age 0-4	1,504,514	1,480,110	874,621	832,430
Age 5-9	1,400,012	1,376,716	890,175	849,221
Age 10-14	1,256,712	1,235,767	1,015,695	962,625
Age 15-19	1,147,037	1,132,241	1,151,820	1,091,695
Age 20-24	993,366	981,481	1,146,528	1,084,884
Age 25-29	837,931	818,041	1,145,454	1,089,429
Age 30-34	725,671	679,320	1,106,298	1,064,770
Age 35-39	600,589	554,558	1,126,330	1,099,965
Age 40-44	439,568	406,516	1,246,877	1,241,242
Age 45-49	302,011	274,551	1,371,991	1,352,758
Age 50-54	297,013	282,834	1,254,176	1,259,833
Age 55-59	254,542	248,784	1,084,990	1,096,969
Age 60-64	192,775	190,295	912,890	919,094
Age 65-69	131,478	130,542	667,210	705,110
Age 70-74	83,712	82,601	531,141	606,945
Age 75-79	45,509	43,412	436,185	561,037
Age 80+	24,417	24,976	516,455	915,853

Table 3.2 – Population by age and gender for Cote d'Ivoire and Canada. Source: US Census Bureau (<http://www.census.gov/ipc/www/idb/pyramids.html>)

TASK 2

Examine the population pyramids that you have created and respond to the following questions:

1. Compare the population pyramids of the native communities with those of Canada and Cote d'Ivoire. Describe the characteristics of these and suggest whether the pyramids are more similar to the entire Canadian population or the population of Cote d'Ivoire .
2. If you chose Cote d'Ivoire, explain why you think the Aboriginal population pyramids are more similar to a developing African nation than the rest of Canada – i.e. give specific reasons. Describe the likely social situation that would lead to these similarities.

Part 2 – Life on Reserves

a) Tragedy at Yellow Quill

Late on a winter night in 2008 a young father, Christopher Pauchay, stumbled from his home into the bitter cold because one of his children was encountering health issues. He brought his other young daughter with him to his neighbour's house 400 metres away where he hoped to use the phone. He did not have his own phone and the night was very dark with a blizzard raging. By morning, both of his daughters were dead as a result of hyperthermia and exposure and he was to be arrested and charged with criminal

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negligence causing death. Details of the young children's deaths are tragic. They were dressed in bed clothes and nothing more to defend them against the -50 degree weather. Furthermore, their father was determined to be intoxicated when he took the children from their home.

An investigation and trial ensued and Mr. Pauchay and Mr. Pauchay's case was referred to a sentencing circle that included Band Elders as well as family and friends. The circle recommended an alternative sentence (from jail time). However, the judge determined that jail time was required and a three-year sentence handed down on March 6, 2009.

TASK 3

Research and read more details of the Yellow Quill Tragedy using some of the resources listed below, and complete the following questions:

1. What challenges and issues of life on reserves for many Aboriginal people are highlighted by this case? List and describe some of those.
2. Decide whether you agree with the Sentencing Circle's assertion that jail time was not the solution. Explain your arguments.
3. In what way (if any) should Canadian society be held responsible for this type of tragedy?

Resources

Read "[Yellow Quill was so ripe for tragedy](#)" by Christie Blatchford (*Globe and Mail*, Feb. 13, 2008)

Read about the tragedy days after it occurred "[Reserve where girls froze worse than Third World](#)" (*CTV*, Jan. 31, 2008)

Read about the Judge's comments and the sentence: "[Jail for dad whose girls froze to death](#)" (*Toronto Star*, Mar. 7, 2009)

b) Life in a Northern Community

There are many challenges that face all northern communities in Canada. However, should these communities be examined by an NGO like Save the Children that usually spends its time documenting child crisis in far off lands where poverty reigns and economic growth is non-existent?

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TASK 4

Read "[A slap in the face of every Canadian](#)" by Margaret Philp (Globe and Mail, Feb. 3, 2007).

Discuss with your partner or group the following:

1. Explain why Save the Children traveled to this remote northern Ontario community.
2. List and describe the major issues identified in the article.
3. Do you think non-native Canadians have a moral imperative to help address the issues described in question 2? Explain.

c) Health Issues on Reserves

TASK 5

Complete both part i) and part ii) below.

i) Tuberculosis in the Aboriginal Population

Watch the CBC archive video that addresses Tuberculosis, read the CBC online report about Tuberculosis and Aboriginal Canadians, and read the paragraph below. Respond to the questions and share your responses with a partner.

CBC Archive - [Tuberculosis plagues northern natives](#)

While this story was produced in 1991, the situation has not improved. Currently the incidence of TB in the Aboriginal population in Canada is 29 times higher than in the non-native population. For the Inuit population, it is 90 times higher. Most researchers believe that TB is a disease linked to poverty and poor living conditions. On the other hand, Health Canada claims that TB cases are much lower than they were 100 years ago when there were as many as 700 cases per 100,000. The goal is to reduce the current rate to 1 per 100,000 by 2010 but most agree that is not possible.

CBC Online Report – [“Anatomy of a Killer”](#)

Questions

1. What is TB?
2. What is blamed for the spread of TB within the Aboriginal population?
3. Why is the disease so difficult to combat?

ii) HIV/AIDS in Aboriginal Populations

Read the following summary of HIV/AIDS in the aboriginal population and respond to the questions below,

A second disease is ravaging the health of Aboriginal Canadians. HIV/AIDS, often most commonly associated with African populations is on the rise in Canada's native community. One study from 2003 found that over 14% of

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HIV/AIDS cases in Canada were Aboriginal people. Meanwhile, Aboriginal people only make up only 3.3% of the population. A more recent study lowered that estimate to 7.5% of all infections, however, it is still disproportionate within the Canadian population. The overall infection rate is 2.8 times greater in the Aboriginal population than in the rest of Canadians. It is estimated that between 3600 and 5100 native Canadians are living with HIV.

Also of significance is the rate of HIV infection in the female portion of the Aboriginal population. In 2005, 59% of HIV cases were in women. In the non-native Canadian population only approximately 20% of new HIV cases are women.

There are a variety of factors that contribute to this disproportionate rate of HIV in the Aboriginal population as well as why native women seem more susceptible. In general terms, most research links the increased rates to high rates of poverty, substance abuse, sexually transmitted disease and limited access to health care. However, deeper rooted issues contribute. Most significant are the impacts of the colonial period and residential schools. These left serious scars on the psyche of the Aboriginal population and are blamed for the high rates of substance abuse and poor health and living conditions. More specifically, the heightened rates in female Aboriginal Canadians are blamed on the subordination of women within the population resulting in coerced or forced sex, as well as poverty driving many into prostitution and intravenous drug use.

Questions

1. What reasons are given for disproportionate rates of HIV infection in the Aboriginal population of Canada?
2. Consider that women seem to be more susceptible to HIV infection; list some issues or concerns that this question raises.

TASK 6

Sum up your discussion by responding in complete paragraph form to the following general questions:

- i) List and describe some of the issues highlighted in the four cases presented that are faced by the Aboriginal people of Canada.
- ii) Do you agree with the assertion that many Aboriginal Canadians live in conditions that are more similar to those of a poor African than the typical Canadian? Explain.
- iii) Compare and contrast the issues faced by the people of Yellow Quill and the people living in the northern Ontario community.
- iv) Create a list of solutions that you can think of to address the issues faced by native populations. For each one, explain why you think it is a reasonable course of action.

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Activity Sheet 3.1 – Population Pyramid Template

Population Pyramid For: _____

85+
80-84
75-79
70-74
65-69
60-64
55-59
50-54
45-49
40-44
35-39
30-34
25-29
20-24
15-19
10-14
5-9
0-4

Appendix 4.1 – Issues Cards

Substance abuse: There are many examples of substance abuse within Aboriginal communities. Sometimes it is alcoholism and others it is the use of solvents such as gasoline. The impacts are varied but generally leave a lasting impact. Many children are born with fetal alcohol syndrome because their mothers drank alcohol during their pregnancy. Teenagers have died as a result of fires caused by the fumes from gasoline inhalation. Developmental issues, such as impaired learning are also evident. Many solutions have been offered – from dry communities, to intervention, to improved education about addiction, to treatment.

Poor education: One of the greatest challenges is providing a good, stable educational environment in many of the northern communities. Qualified teachers are scarce and there can be a high turnover of educators. The curriculum is often very “Euro-centric” or at least “South-centric” resulting in conflicts between cultures. Furthermore, funding for educational facilities varies leaving some students in sub-par classroom settings. Finally, ensuring easy access to a school is difficult for some of the more remote, small communities. If a lot of travel is required in order to attend school, students may not attend regularly. Some solutions might include improved investment in infrastructure, incentives for teachers, improved training for community adults so they may be able to teach, and developing curriculum that is customized to better suit the community.

Limited access to good health care: Remoteness and community size can result in isolated communities that do not have a doctor, let alone a clinic for emergency medical needs. Furthermore, there may be issues of trust given that many communities are serviced by a rotation of doctors rather than one with whom the people can build a relationship. All of this means that the quality of health care is low for many Aboriginal communities throughout Canada. Solutions might include increased investment, incentives for doctors to move permanently to the region, training locals to provide basic health care and building new and better clinic facilities.

Poor housing and infrastructure: The quality of housing really depends on the wealth of the community. However, many communities have poor basic infrastructure, as is evident in how many have to live with “boil-water advisories”. In addition, the houses themselves tend to be basic and crowded – many in need of repair. Land ownership on the reserve lands presents a challenge because it can be hard for Aboriginal people in these communities to secure loans to make home improvements. Some solutions might include investment in improved infrastructure such as water and sewers, building new homes, providing secured loans, and aiming to reduce the number of people living in any one structure.

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Poverty, unemployment and opportunity: One of the greatest challenges is providing opportunities for people living in remote communities with limited markets and resources. People often face challenges feeding their family, cannot find work, and become dismayed or depressed by the lack of opportunity to make changes to their own lives. Solutions might include investing in resource development in order to create jobs, providing cheaper food, encouraging higher education, and creating business opportunities in order to reduce the hopelessness.

Teen pregnancy and suicide: The rates of teen suicide and pregnancy are much higher within Canada's Aboriginal population than the non-native cohort. Speculation suggests that a lack of engaging activities and idleness contribute, as well as, parents who are addicts and therefore poor role models. Solutions might include education, providing opportunities, engaging the youth in other ways, and encouraging a connection to culture.

Loss of culture and connection to the past: As a result of a prescriptive education curriculum, as well as a sedentary life on reserves, many Aboriginal people worry that their culture is being lost. In addition, the legacy of the residential school system, where native languages were prohibited, has meant that many younger Aboriginal Canadians have little connection to the land and the heritage of their grandparents. Solutions might include programs to improve language skills, promote cultural activities and instill pride in the youth may help.

Appendix 4.2 – Questions to Consider

Questions to Consider for All Groups

- i) Discuss and write a list, from previous class readings, of the various evidence and impacts of this issue.
- ii) Brainstorm and generate a list of possible solutions to this issue.
- iii) Identify who is responsible for implementing these changes and ensuring that conditions improve.

Appendix 4.3 – Activity Sheet – What is Your Perception?

Issue Statement (write the statement you are considering, as assigned by your teacher)

Do you (circle one):

Strongly Agree

Agree Neutral/Not Sure

Disagree

Strongly Disagree

Arguments that support your perception:

Other Arguments you discussed with your classmates:

Appendix 4.4 – Issues Statements

SAMPLE STATEMENTS:

The issues facing Aboriginal people living on reserves are too complex to ever be solved.

While it would be nice to think we can solve the issues faced by Aboriginal Canadians, we will never be able to eliminate them and therefore should focus our efforts elsewhere.

The Aboriginal population should be assimilated into Canadian society and the reserves eliminated.

The federal and provincial governments must increase their investments in Aboriginal communities in order to improve the quality of life.

Native communities in the north should be rebuilt/relocated by the Canadian government.

Appendix 4.5 – Debrief Questions

1. Did your positions change during the exercise? How so?
2. What factors or reasons do you think influenced your position to change?
3. What factors or reasons can explain your resistance to listen to others and not change your position?
4. What did you learn by listening to the positions of others?

Appendix 5.1 – Student Instructions

Town Hall Meeting – Charter for Addressing the Issues Facing Aboriginal Canadians

Rationale

This townhall meeting aims to establish a charter that will outline how to proceed in order to improve the living conditions of Aboriginal people in Canada and to reduce the disparity between native and non-native Canadians.

Description

You will be assigned to represent one interest group and participate in a simulation aimed at developing a charter for resolving Aboriginal issues. Individually you will write a report focusing on the outcome of the simulation and addressing whether it will successfully resolve Aboriginal Issues.

The purpose of this simulation is threefold:

1. To provide you with an opportunity to reflect on the material already discussed in the unit.
2. To enable you to use your knowledge and skills to identify and solve problems through:
 - Effective communication
 - Synthesizing of information
 - Analyzing of information
 - Critical thinking
3. To provide a varied approach to learning through a real life scenario.

Process

1. Pre-Simulation:
 - Ensure you have read the Instructions, the Stakeholder Overview.
 - Re-read the selected resources provided throughout the unit, and possibly complete some further research to improve your understanding of the issues and your position
 - Ensure that you are familiar with many of the larger issues facing the Aboriginal people of Canada.
 - Read the instructions for the final report based on the simulation and review how you will be evaluated.
2. During the Simulation:
 - You must remain on task.

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- Ensure you abide by the timing and that voting takes place.
- You must participate.
- You must have a relevant map in order to maintain your understanding of the context.

3. Post-Simulation

- You will write a personal response or reflection in the form of a newspaper editorial about your experience in the negotiations.

Specific Instructions and Overview

1. Preamble:

As we have studied, there are many numerous issues facing the Aboriginal people of Canada. As has also been evident, there is a connection between poverty, poor health, weak education system, limited opportunities and isolation. Therefore, we will embark on a conference to address some of these issues faced by this portion of Canadian society. An Aboriginal Community Development Conference is planned whereby selected stakeholders will work on a comprehensive policy to demonstrate the need for effective tools to address the ongoing issues within the population.

The stakeholder groups invited to this summit are from a variety of segments of Canadian society and industry. As a delegate, you are representing a specified stakeholder group and your task is to assist in developing a Charter of Aboriginal Rights. This charter will provide the blue print for future development and stability for the purpose of improving the life of all Aboriginal people in Canada.

As delegates you must keep in mind that this charter should promote the best interest of your own stakeholder perspective, but also aim to find a long term resolution to the challenges faced by this group of Canadians.

2. Read the stakeholder profile provided and keep the information confidential and complete the **Issues of Priority (IOP)** handout sheet provided and rank each issue as follows:

Example: Stakeholder X

<u>Issues of Priority Ranking (IOP)</u>	<u>Credits</u>
Improved Health	(4)
Reduced Poverty	(3)
Increased Educational Spending	(2)
New Homes	(1)
Resource Development Rights	(1)

Aboriginal Issues in Canada

If any of your IOPs are included into the final charter then your stakeholder group will be assigned credits. Your goal is to be the most successful, based on your score.

In the above example, if Stakeholder X manages to get both IOP number i. and iii. into the final charter than they receive 6 credits.

The stakeholder group that receives the most credits will be perceived as the most successful, for better or worse, and the future of native issues will be dictated by this charter.

3. In your stakeholder groups (no more than three is suggested), begin negotiations with other delegates to begin organizing a charter. Deals, secret voting alliances, and other types of agreements are some of the many ways to achieve the ultimate goals of:

- promoting their stakeholder specific agenda; and
- developing the final Charter

4. The Charter:

- must have a maximum total of five final IOPs.
- do not require any specific order of listing.
- must be transcribed onto the outline on the sheet titled “The Charter”

You may wish to list the IOPs that have been accepted into the charter listed on the chalkboard for all groups to see. This helps to avoid overlap and repetition.

Format and Procedure

1. To open proceedings, a delegate from each stakeholder group is asked to give a brief overview of their position.

2. Once the introductions are complete, meetings can ensue. The meetings can be open-ended. Delegates can arrange their own procedure and charter design protocol, but will likely need time to mingle with other delegates in order to negotiate and look for common needs as well as time to meet as an entire group and hear charter proposals. This process can be a group decision but generally some form of voting procedure is recommended. This may be a majority vote or a consensus.

The delegates may decide to elect a chairperson and or someone to record group decisions. This is entirely up to the group.

3. The final charter is only complete when all five points are written on the attached sheet. It may be in the best interest of the group if as points are added they first get added to a blackboard for all participants to see.

4. Countries then tally up their points and a winner is declared.

Aboriginal Issues in Canada

Stakeholder Groups

You will be assigned to an interest or stakeholder group as follows:

Ministry of Indian Affairs (the policy makers)

Industry Representative for the Oil and Gas Companies

Industry Representative for the Forestry Companies

Industry Representative for the Mining Companies

Public Interest Group for Lower Taxes

Aboriginal Women's group

Inuit

Métis

First Nations

Canadian NGO – People for the Improved Living Standard of Aboriginal People
(PILSAP)

International NGO – End Disparity

Appendix 5.2 – Interest Group Profiles

Minister of Indian Affairs: This stakeholder is especially interested in providing closure to at least some of the many challenges and issues facing the Aboriginal people of Canada. However, he/he is also concerned about budgets and expenditures and needs to find a solution that meets the mandate and goals of the governing party. Different parties have different perspectives. Under Paul Martin of the Liberal government, the Kelowna Accord was reached. However, the next government under Stephen Harper of the Conservative party cancelled the accord. Therefore, in general terms, this individual will have the interest of the Aboriginal people in mind, but will likely be more interested in meeting the needs of business and non-native Canadians. While this individual will try to support much of what is proposed, they will question any expenditures and will not agree easily.

Industry Representative for Oil and Gas Companies: This stakeholder group is very interested in these proceedings because they want more open access to explore for oil and gas reserves and many of the potential deposits may be on land claimed by Aboriginal groups or land already under their control as a result of a treaty. Therefore this stakeholder is looking for more access to the land and less protection of Aboriginal rights.

Industry Representative for Forestry Companies: This stakeholder group is very interested in these proceedings because they want more open access to exploit the forests and would like more licenses to log land that may be claimed by Aboriginal groups or already under their control as a result of a treaty. Therefore this stakeholder is looking for more access to the land and less protection of Aboriginal rights.

Industry Representative for Mining Companies: This stakeholder group is very interested in these proceedings because they want more open access to explore for mineral deposits and many of the potential deposits may be on land claimed by Aboriginal groups or land already under their control as a result of a treaty. Therefore this stakeholder is looking for more access to the land and less protection of Aboriginal rights.

Public Interest Group for Lower Taxes: This group is very concerned about costs associated with land claim settlements as well as limiting access to resource exploitation because lost revenues need to be made up somewhere else. Therefore they will oppose any proposal that increases aboriginal land rights and costs the government. Ultimately they believe they have the average Canadian in mind when they raise their concerns about increased government spending. That said, they are a group of citizens and may be able to be swayed by strong arguments.

Aboriginal Issues in Canada

Aboriginal Women's Group: This group is fiercely engaged in a variety of debates addressing native issues. Most significantly, they are interested in improved living standards for all Aboriginal people because they believe this will improve the life of the average native woman. Furthermore, they would like to see much more focus on Aboriginal health and access to health care, healthy food, education and various programs to help address the multitude of challenges facing the aboriginal population. Most of all, though, they have the interest of Aboriginal women at heart and demand that there be specific language to support these women.

Representative for Inuit People: This group has the specific interests of Aboriginal people living in the far north. They are concerned that their voice is not heard because they are so isolated. They worry that the resources on their land are being exploited in a manner that is not sustainable, that does not help their economy grow and that limits their employment opportunities. They also have serious concerns about climate change and its impact on the north. Of course they are also very interested in seeing some resolution to the many challenges common among all Aboriginal groups, such as poverty, poor living standard, limited access to quality education and health care, substance abuse, teen pregnancy, teen suicide, racism, loss of culture and other issues.

Representative for First Nations People: This group has the specific interests of Aboriginal people living on reserves in the provinces. They are concerned that their voice is not heard because many of the reserves are isolated. They worry that they do not have enough voice in how resources on their land are being exploited and that they do not have enough opportunity to grow their economy in order to reduce unemployment. Of course they are also very interested in seeing some resolution to the many challenges common among all Aboriginal groups, such as poverty, poor living standard, limited access to quality education and health care, substance abuse, teen pregnancy, teen suicide, racism, loss of culture and other issues.

Representative for Métis People: This group has the specific interests of the Métis. They are concerned that their voice is not heard because they represent a small number of Canadians. They worry that their culture is being lost due to assimilation into mainstream Canadian society. They would like to see more opportunity and recognition for all Aboriginal people, but especially for the Métis that they represent. Of course this group is also very interested in seeing some resolution to the many challenges common among all Aboriginal groups, such as poverty, poor living standard, limited access to quality education and health care, substance abuse, teen pregnancy, teen suicide, racism and other issues.

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Canadian Non-Governmental Organization – People for the Improved Living Standard of Aboriginal People (PILSAP): This organization is made up of Canadians who are interested in seeing the gap between Aboriginal people and non-native Canadians decrease. They are embarrassed by the poor conditions found on reserves and in northern communities. They would like to see the government make a serious commitment to improving housing, health care, schools, access to technology and quality food all in an effort to reduce the level of poverty and at the same time protect Aboriginal cultures.

International Non-Governmental Organization – End Disparity: This organization is made up of people from around the world who are interested in seeing the gap between the rich and poor decrease. They are highly critical of countries like Canada that are very wealthy yet have a severely marginalized portion of their population. They would like to see the government make a serious commitment to improving housing, health care, schools, access to technology and quality food all in an effort to reduce the level of poverty and at the same time protect Aboriginal cultures. But, they also think the average non-native Canadian needs to be aware of the conditions and should be lobbying their governments to do more to help the Aboriginal people.

Appendix 5.3 – Issues of Priority Ranking Sheet and Charter

ISSUES OF PRIORITY
(RANKING)

ASSISTANCE CREDITS

- | | |
|----------|-----|
| 1. _____ | () |
| 2. _____ | () |
| 3. _____ | () |
| 4. _____ | () |
| 5. _____ | () |
| 6. _____ | () |
| 7. _____ | () |

Aboriginal Issues in Canada

The Charter

The following five points represent a charter that has been negotiated by all attending members of the **Aboriginal Community Development Conference**. (ISSUES OF PRIORITY)

1.
2.
3.
4.
5.

Delegate Signatures:

Ministry of Indian Affairs (the policy makers) _____

Industry Representative for the Oil and Gas Companies _____

Industry Representative for the Forestry Companies _____

Industry Representative for the Mining Companies _____

Public Interest Group for Lower Taxes _____

Aboriginal Women's group _____

Inuit _____

Métis _____

First Nations _____

Canadian NGO – People for the Improved Living Standard of Aboriginal People (PILSAP) _____

International NGO – End Disparity _____

Appendix 5.4 – Editorial Assignment

Town Hall Charter Negotiations Assessment: Newspaper Editorial

You will write a newspaper editorial that addresses many of the concerns present at the conference/town hall. This editorial will have a position clearly stated and should address the following:

- How effective was this process in terms of developing a comprehensive policy for addressing Aboriginal issues in Canada?
- What alternatives to such a large-scale conference could be proposed - include specific examples?
- How well do you think the concerns of the Aboriginal people of Canada were addressed through this type of discussion and negotiation? Explain using examples.
- Consider past efforts to address the many issues facing the Aboriginal people of Canada, such as the Kelowna Accord (if you need information do some research), and recommend how the Government of Canada, the Aboriginal people and Canadian society in general can make real progress on these issues.

Aboriginal Issues in Canada

Editorial Evaluation Rubric

	Level 1 (50-60%)	Level 2 (60-70%)	Level 3 (70-80%)	Level 4 (over 80%)	Comments/Mark
<p>Knowledge / Understanding</p> <p>- has demonstrated an understanding of the issues facing the Aboriginal people of Canada</p>	- demonstrates limited understanding of the issues facing the Aboriginal people of Canada	- demonstrates some knowledge of the issues facing the Aboriginal people of Canada	- demonstrates considerable knowledge of the issues facing the Aboriginal people of Canada	- demonstrates thorough knowledge of the issues facing the Aboriginal people of Canada	
<p>Thinking/Inquiry</p> <p>- has demonstrated that thought has been given to the readings and other resources provided throughout the unit and has developed ideas about how to solve the issues</p>	- demonstrates limited use of critical thinking skills in developing solutions to the issues facing Aboriginal people	- demonstrates some use of critical thinking skills in developing solutions to the issues facing Aboriginal people	- demonstrates considerable use of critical thinking skills in developing solutions to the issues facing Aboriginal people	- demonstrates thorough use of critical thinking skills in developing solutions to the issues facing Aboriginal people	
<p>Communication</p> <p>- has communicated thoughts and ideas clearly, demonstrating insight and strong writing skills</p>	- has communicated thoughts and ideas with limited success. Writing skills need work.	- has communicated thoughts and ideas with some success. Writing skills are satisfactory.	- has communicated thoughts and ideas with considerable success. Writing skills are good.	- has communicated thoughts and ideas with great success. Writing skills are very strong.	
<p>Application</p> <p>- has applied material from the unit in order to assess the success of this town hall / conference</p>	- has applied unit material with limited success	- has applied unit material with some success	- has applied unit material with considerable success	- has applied unit material with great success	

Appendix 5.5 – Additional Town Hall Evaluation Criteria

Presentation

Your group will make a brief (3 minute) presentation to open the town hall. The evaluation will be a group mark based on the following criteria:

1. Overall Presentation (did you present your group's position clearly and offer some interesting ideas):

10 9 8 7 6 5 4 3 2 1

2. Presentation Style (effectively played the role of a delegate from your stakeholder group, information was clearly articulated, presentation was NOT read straight from a sheet/script):

10 9 8 7 6 5 4 3 2 1

Issues of Priority

Please attach a description for each IOP to the official list that you hand in. Your description of each should include a detailed description explaining why this is a priority.

Your list/descriptions will be evaluated as follows:

Each IOP (up to a maximum of 5) will be given a mark out of 2 based on the articulation and relevance of the issue. If you only include 4 IOPs they will be marked out of 2.5:

10 9 8 7 6 5 4 3 2 1